

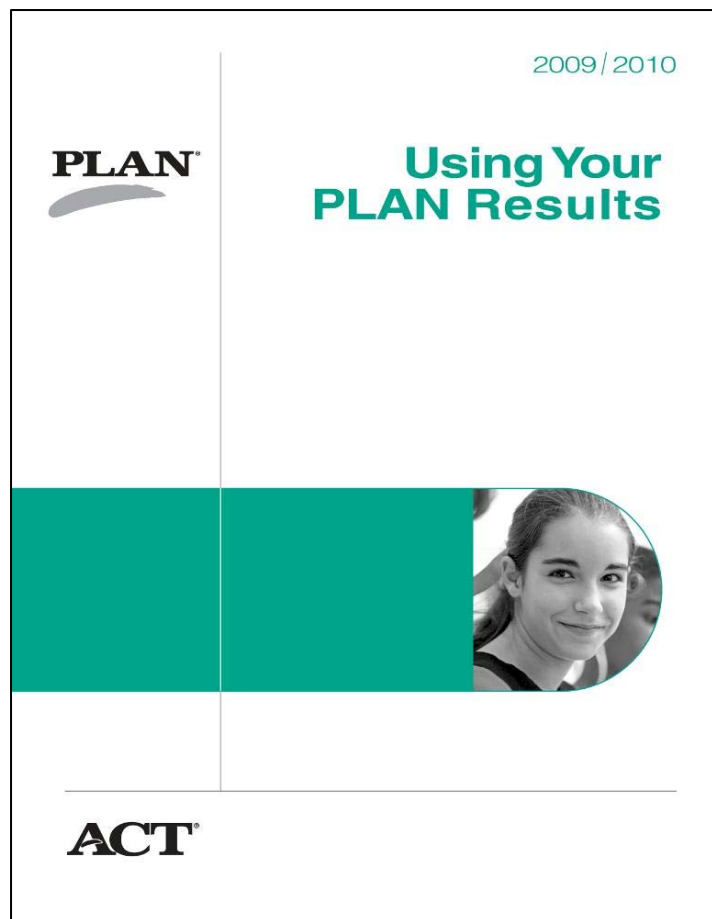


# Understanding Your PLAN Results: Preparing for Success



# Using Your PLAN<sup>®</sup> Results

## Student Guide to PLAN



**ACT<sup>®</sup>**



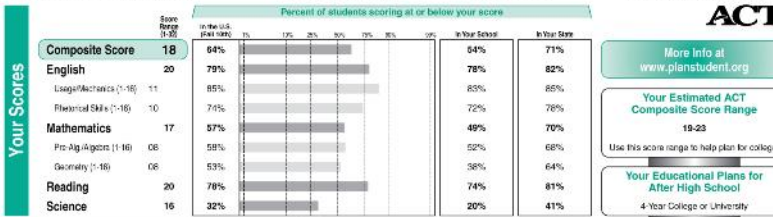
**PLAN**

**Your Score Report**

TAYLOR, ANN C  
1404 8TH ST  
MAYTOWN, USA 00800

GRADE: 10  
SRT CODE: 5

SCHOOL NAME: EXAMPLE HIGH SCHOOL SCHOOL CODE: 000000 TEST FORM: DCA TEST DATE: OCTOBER 23, 2009



**More Info at**  
[www.planstudent.org](http://www.planstudent.org)

**Your Estimated ACT Composite Score Range**  
19-23

Use this score range to help plan for college.

**Your Educational Plans for After High School**  
4-Year College or University

**Your High School Course Plans Compared to Core**

Core means minimum number of high school courses recommended to prepare for college.

Year	0	1	2	3	4	5
English	0	1	2	3	4	5
Mathematics	0	1	2	3	4	5
Social Studies	0	1	2	3	4	5
Science	0	1	2	3	4	5

**About Your Course Plans.** Your plans fall short of recommended courses. Consider taking additional courses in Science. You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

**College Readiness**

Students scoring at or above those benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

Benchmark Scores (10th Grade)	English	Mathematics	Reading	Science
15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**About Your Scores.** One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of the report. Also, talk to your counselor or teacher about courses that will improve your skills. Check college websites to learn more about their admission requirements.

**Admission Standards**

Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 25. Some admitted students may have scores outside this range.

Admission Standard	Typical Scores
Open	16-21
Traditional	18-24
Selective	21-25
Highly Selective	25-30

**Profile for Success**

**Your Career Area Preference**  
Management

Successful college experiences in majors related to your preferred Career Area typically have ACT Composite scores of:  
21-25  
See Using Your PLAN Results.

**Your reported needs**

- Making plans for my education, career, and work after high school
- Improving my writing skills
- Improving my reading score and comprehension
- Improving my study skills
- Improving my math/mathematical skills
- Increasing my computer skills
- Improving my public speaking skills

TAYLOR, ANN C

**Your Career Possibilities**

**STEP 1: You and the World of Work**

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data and ideas.

The Map is divided into 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technology) mostly involves working with ideas and things.

**STEP 2: Your Interests**

When you completed PLAN you were asked to:  
• choose a Career Area you would like  
• complete an interest inventory

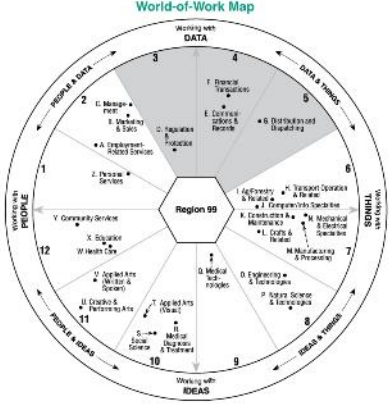
Your results are shown on the World-of-Work Map below:  
• You chose Career Area C: Management  
• Your Interest Inventory results suggest that you may enjoy jobs in map regions 3, 4, and 5. See the Career Areas in those regions.

**STEP 3: Exploring Career Options**

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas regularly from that area included.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the tips in your booklet, or go to [www.planstudent.org](http://www.planstudent.org).



**Career Area List**

<b>A. Employment Related Services</b> Human Resources Manager; Recruiter; Interviewer	<b>O. Engineering &amp; Technology</b> Engineer (Civil, etc.); Technicians (Aircraft, etc.); Aircraft
<b>B. Marketing &amp; Sales</b> Agent; Insurance; Real Estate, etc.; Retail Salesperson	<b>P. Natural Science &amp; Technology</b> Physicist; Biologist; Chemist; Statistician
<b>C. Management</b> Executive; Office Manager; Human Resources Manager	<b>Q. Medical Technologies (also see Area W)</b> Pharmacist; Optician; Dentist; Technologist (Surgical, etc.)
<b>D. Regulation &amp; Protection</b> Food Inspector; Nuclear Inspector; Detective	<b>R. Medical Diagnosis &amp; Treatment (also see Area W)</b> Physician; Therapist; Dentist; Veterinarian; Nurse Anesthetist
<b>E. Communications &amp; Records</b> Secretary; Court Reporter; Office Clerk	<b>S. Social Science</b> Geologist; Political Scientist; Economist; Urban Planner
<b>F. Financial Transactions</b> Accountant; Bank Teller; Budget Analyst	<b>T. Applied Arts (Visual)</b> Artist; Musician; Photographer; Interior Designer
<b>G. Distribution &amp; Dispatching</b> Mechanics; Scheduler; Air Traffic Controller	<b>U. Creative &amp; Performing Arts</b> Writer; Musician; Singer; Dancer; Television Director
<b>H. Transport Operation &amp; Related</b> Instructor; Cab Driver; Ship Captain; Pilot	<b>V. Applied Arts (Written &amp; Spoken)</b> Reporter; Columnist; Editor; Blogger
<b>I. Agriculture, Forestry &amp; Related</b> Farmer; Nursery Manager; Forester	<b>W. Health Care (also see Areas Q and R)</b> Phlebotomist; Hospital; Dental Assistant; Licensed Practical Nurse
<b>J. Computer &amp; Information Specialties</b> Programmer; Systems Analyst; Desktop Publisher; Accountant	<b>X. Education</b> Administrator; Athletic Coach; Teacher
<b>K. Construction &amp; Maintenance</b> Carpenter; Electrician; Elevator	<b>Y. Community Services</b> Social Worker; Lawyer; Paralegal; Counselor; Clergy
<b>L. Crafts &amp; Related</b> Cabinetmaker; Baker; Chocolatier; Jeweler	<b>Z. Personal Services</b> Wax/Massage; Barber; Cosmetologist; Travel Guide
<b>M. Manufacturing &amp; Processing</b> Tool & Die Maker; Assembler; Welder; Dry Cleaner	
<b>N. Mechanical &amp; Electrical Specialties</b> Auto Mechanic; Aircraft Mechanic; Office Machine Repairer	

Information for Counselors Score: 18 M 43 S4 E7 DP SLLNA, Invariant, Distal: 29-38-40

# PLAN Score Report Side 1



# Student/School Information

November 6, 2009

PN: 99244642

123876



TAYLOR, ANN C  
1404 8TH ST  
ANYTOWN, USA 00000

GRADE: 10  
SORT CODE: 5

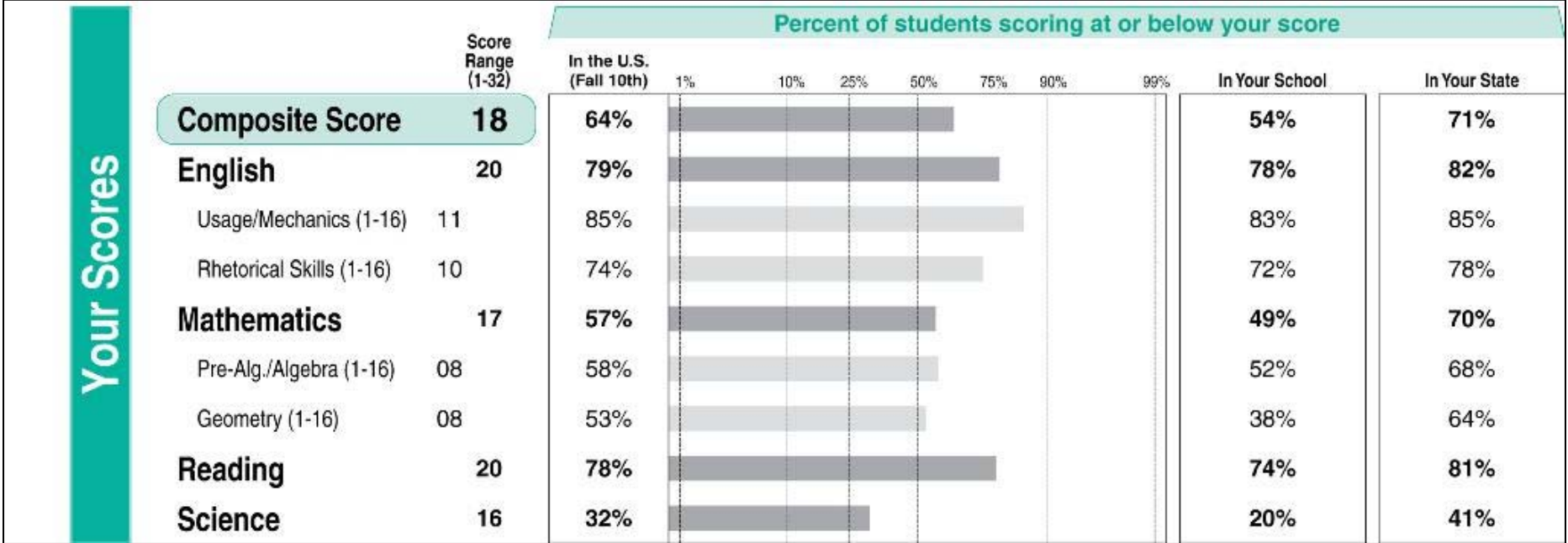
SCHOOL NAME: EXAMPLE HIGH SCHOOL

SCHOOL CODE: 000000

TEST FORM: 00A

TEST DATE: OCTOBER 23, 2009

# Your Scores





# Your Estimated ACT Composite Score Range

More Info at  
[www.planstudent.org](http://www.planstudent.org)

**Your Estimated ACT  
Composite Score Range**

**19-23**

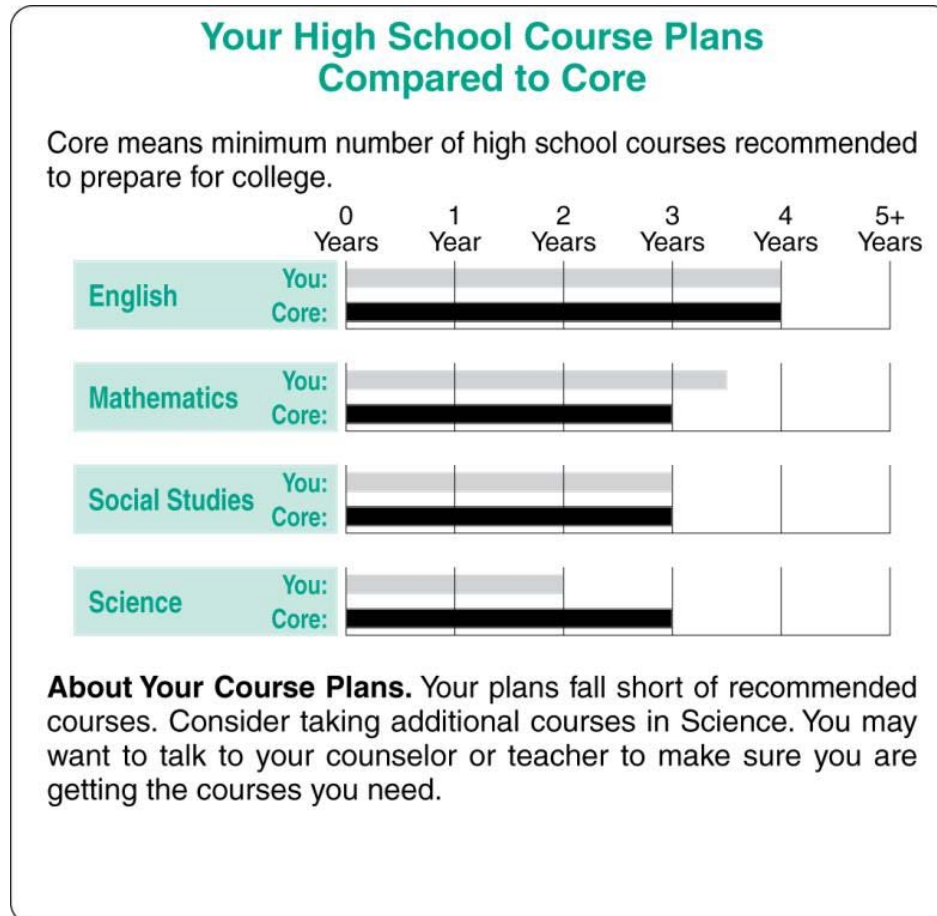
Use this score range to help plan for college.

**Your Educational Plans for  
After High School**

4-Year College or University



# Your High School Course Plans Compared to Core



# College Readiness

## College Readiness

Students scoring at or above these benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	Benchmark Scores (10th Grade)	Your score is:		
		Below	At	Above
English	15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**About Your Scores.** One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.





# Profile for Success

## Admission Standards

Colleges differ in their admission standards. For example, most students in “selective” colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

<u>Admission Standard</u>	<u>Typical Scores</u>
Open	16–21
Traditional	18–24
Selective	21–26
Highly Selective	25–30

## Profile for Success

### Your Career Area Preference

Management

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:

21-25

See *Using Your PLAN Results*.





# Your Reported Needs

## Your reported needs

✓ • Making plans for my education, career, and work after high school

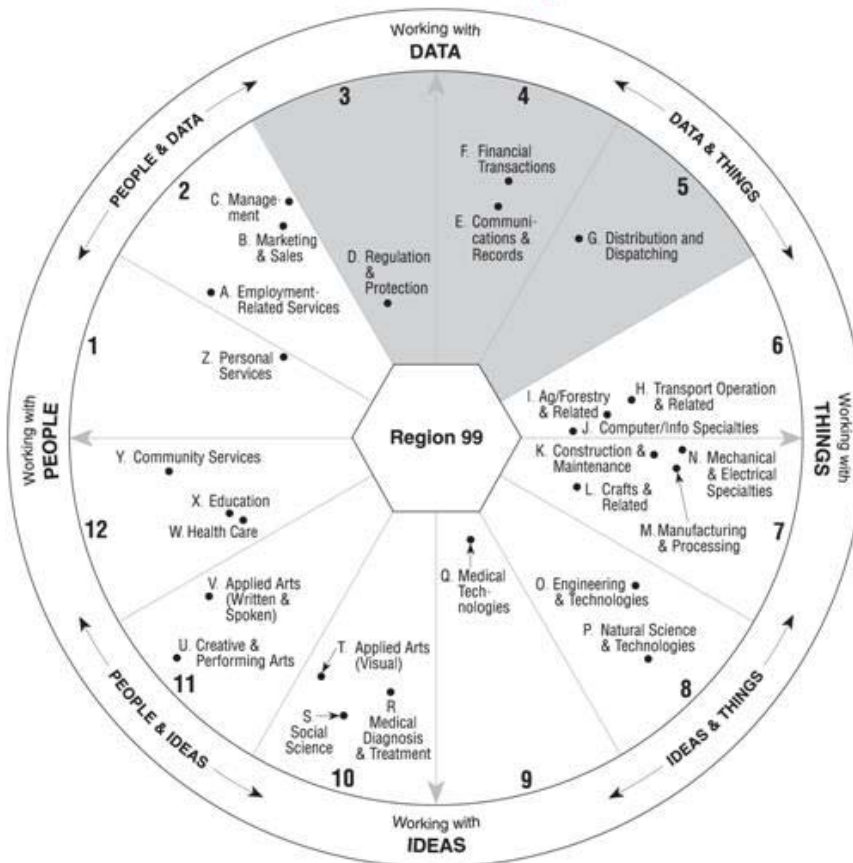
• Improving my writing skills  
✓ • Improving my reading speed and comprehension

✓ • Improving my study skills  
✓ • Improving my mathematical skills

• Improving my computer skills  
✓ • Improving my public speaking skills

# Your Career Possibilities

World-of-Work Map



**Information for Counselors**

Scores: R5 I4 A3 S4 E7 C6  
%Like, Indifferent, Dislike: 22—38—40

**Career Area List**

**A. Employment-Related Services**  
Human Resources Manager; Recruiter; Interviewer

**B. Marketing & Sales**  
Agents (Insurance, Real Estate, etc.); Retail Salesworker

**C. Management**  
Executive; Office Manager; Hotel/Motel Manager

**D. Regulation & Protection**  
Food Inspector; Police Officer; Detective

**E. Communications & Records**  
Secretary; Court Reporter; Office Clerk

**F. Financial Transactions**  
Accountant; Bank Teller; Budget Analyst

**G. Distribution & Dispatching**  
Warehouse Supervisor; Air Traffic Controller

**H. Transport Operation & Related**  
Truck/Bus/Cab Drivers; Ship Captain; Pilot

**I. Agriculture, Forestry & Related**  
Farmer; Nursery Manager; Forester

**J. Computer & Information Specialties**  
Programmer; Systems Analyst; Desktop Publisher; Actuary

**K. Construction & Maintenance**  
Carpenter; Electrician; Bricklayer

**L. Crafts & Related**  
Cabinetmaker; Tailor; Chef/Cook; Jeweler

**M. Manufacturing & Processing**  
Tool & Die Maker; Machinist; Welder; Dry Cleaner

**N. Mechanical & Electrical Specialties**  
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

**O. Engineering & Technologies**  
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

**P. Natural Science & Technologies**  
Physicist; Biologist; Chemist; Statistician

**Q. Medical Technologies (also see Area W)**  
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

**R. Medical Diagnosis & Treatment (also see Area W)**  
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

**S. Social Science**  
Sociologist; Political Scientist; Economist; Urban Planner

**T. Applied Arts (Visual)**  
Artist; Illustrator; Photographer; Interior Designer

**U. Creative & Performing Arts**  
Writer; Musician; Singer; Dancer; TV/Movie Director

**V. Applied Arts (Written & Spoken)**  
Reporter; Columnist; Editor; Librarian

**W. Health Care (also see Areas Q and R)**  
Recreational Therapist; Dental Assistant; Licensed Practical Nurse

**X. Education**  
Administrator; Athletic Coach; Teacher

**Y. Community Services**  
Social Worker; Lawyer; Paralegal; Counselor; Clergy

**Z. Personal Services**  
Waiter/Waitress; Barber; Cosmetologist; Travel Guide



Ask for your test booklet so you can review the questions and your answers.  
 \* = correct answer, 0 = no response, A = marked more than one answer

Suggestions for improving your skills are based on your scores.

English	SUBSCORE AREA (4 = Usage; 1 = Rhetorical Skills)			Content Areas	
	Correct 0-10	Correct 11-20	Correct 21-30	Topic Development	To improve your skills you can:
1	A +	19 D -	30 A +		challenge yourself by reading new kinds of books; experiment with new writing styles
2	D +		38 B C 0		rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic
3	A +	29 A +	37 D 0		add examples to illustrate or support major points
4	D +	21 C +	38 D 0		use transitions (like <i>and</i> or <i>to</i> ) to connect or emphasize ideas
5	B +	32 C B +	38 A +		have a clear main idea for your paper to see if sentences need to be reworded for clarity
6	B A +	23 A +	40 B +		try different openings and closings for a paper; say which works best and why
7	D +	24 B +	41 C B +		make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)
8	F +	35 B +	42 D +		verify that each pronoun clearly refers to a noun or noun phrase
9	C +	26 A D +	43 C +		reword writing to make sure the words convey the same tone or vary in tone for a good reason
10	B A +	37 C +	44 A +		learn the difference between uses of coordinating conjunctions (like <i>and</i> or <i>but</i> ) and subordinating conjunctions (like <i>after</i> or <i>though</i> )
11	A +	28 D +	45 D B +		make sure pronoun person is consistent in a sentence. For instance, avoid shifts from one ("When one sees...") to you ("...you are impressed.")
12	B C +	29 B +	46 B C +		check possessive pronouns (like <i>her</i> or <i>his</i> ) to make sure they are used correctly
13	D +	30 D +	47 A +		use the word <i>have</i> (not <i>of</i> ) following verbs like <i>could</i> , <i>would</i> , and <i>should</i>
14	B 0 +	31 A +	48 A +		use commas, dashes, or parentheses to set off nonessential information in a sentence
15	A +	32 C +	49 B +		decide unneeded commas in compound constructions, as in "I forgot, weird, and rusted."
16	B A +	33 C +	50 B A +		check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "The run all the way to school," because he was late.)
17	C +	34 C B +			

• You correctly answered 24 out of 30 questions.  
 • You omitted 3 questions.  
 • You incorrectly answered 13 questions.

Mathematics	SUBSCORE AREA (4 = Algebra; 1 = Geometry)			Content Areas	
	Correct 0-10	Correct 11-20	Correct 21-30	Basic Operations	To improve your skills you can:
1	A +	15 A +	29 B C 0		determine the discount price of items on sale (for example, an item that normally cost \$10.00 is on sale for 13% off, so the sale price of the item is \$8.70)
2	C +	16 B A	30 D 0		calculate the score value you need on your next math test to raise your overall grade by a certain percent
3	A +	17 C +	31 A +		predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)
4	F +	18 D +	32 C +		research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)
5	B +	19 D C 0	33 C B 0		obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate
6	B A +	20 A +	34 C B 0		practice adding and subtracting algebraic expressions such as $(5h + 8k) - (5h - 2k) = -2h + 10k$
7	D +	21 C +	35 A +		practice solving two-step equations such as $2x - 19 = -32$ ; $2x = -14$ ; $x = -7$
8	A B +	22 C 5 A	36 B C 0		draw coordinate maps of your school, home, town, etc., labeling one point as the origin (0,0) and locating all other points appropriately; recognize lines that are vertical or horizontal and
9	C +	23 A +	37 D +		intercepting and extending straight lines
10	B A +	24 B C 0	38 D A +		use number lines to represent lengths of segments (for example, have a friend point to any two points on a meterstick and mentally calculate the distance between the two points)
11	A +	25 B +	39 A B +		determine how the sum of the interior angles of polygons are related (for example, cut the angles off of a large and arrange them to make a line; cut the angles off of a quadrilateral and arrange them to make a circle)
12	D C 0	26 A D 0	40 B +		quiz yourself and practice using the basic area and perimeter formulas for various polygons
13	B 0 +	27 C +			
14	D 0 +	28 D C 0			

• You correctly answered 21 out of 40 questions.  
 • You omitted 3 questions.  
 • You incorrectly answered 16 questions.

Reading	SUBSCORE AREA (4 = Main Ideas; 1 = Author's Approach)			Content Areas	
	Correct 0-10	Correct 11-20	Correct 21-30	Main Ideas and Author's Approach	To improve your skills you can:
1	A +	19 B A	19 D C		take notes on a challenging text; decide how the information fits together as a whole
2	C +	11 A +	20 A +		practice writing brief summaries of books you have read
3	A B	12 C 0	21 D +		decide who is telling a story (is child, an adult, etc.) and if that viewpoint relates the story well
4	D +	13 D +	22 C B		understand textual details and how they contribute to the author's or narrator's message (for example, strengthening or qualifying it)
5	B +	14 B +	23 A +		write an essay about something you've read, supporting your ideas with evidence
6	B A	15 A +	24 B C		use a chart or web to connect a series of events in a text or film, or from an everyday occurrence, justifying your chosen sequence
7	D +	16 B A	25 B +		decide whether comparisons made by the author or narrator help you understand relationships
8	A B	17 C +			look up word meanings and determine how the words an author or narrator uses affect people's impressions of a topic or issue
9	C +	18 D +			defend or challenge the author's or narrator's claims in a text by locating key pieces of information in other sources

• You correctly answered 16 out of 25 questions.  
 • You omitted 1 question.  
 • You incorrectly answered 8 questions.

Science	SUBSCORE AREA (4 = Interpretation of Data; 1 = Scientific Investigation)			Content Areas	
	Correct 0-10	Correct 11-20	Correct 21-30	Interpretation of Data	To improve your skills you can:
1	A +	11 A +	21 C +		know how to locate several pieces of data in a complex table or graph (for example, a graph with several curved lines or axes displaying values that increase by powers of ten)
2	C +	12 D C	22 C B		take data from an experiment you or others did and use it to make a line graph and a bar graph
3	A C	13 D +	23 A +		describe how the values of several pieces of data from a line graph are different (for example, larger or smaller)
4	D +	14 B +	24 B C		do an experiment that includes a control group (something used as the basis for comparison) and that uses procedures with several steps
5	B +	15 A +	25 B C		create a one-step experiment that will answer a specific question
6	B A	16 B A	26 A 0		tell how two experiments are the same or different
7	D +	17 C +	27 C +		read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis
8	A B	18 D A	28 D B		read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming that opinion
9	C +	19 C 0	29 B C		
10	B A	20 A +	30 D C		

• You correctly answered 12 out of 30 questions.  
 • You omitted 1 question.  
 • You incorrectly answered 17 questions.

# PLAN Score Report Side 2



# Review Your Answers

Ask for your test booklet so you can review the questions and your answers.  
 “+” = correct answer, “o” = no response, “\*” = marked more than one answer

English	SUBSCORE AREA (u = Usage; r = Rhetorical Skills)									Content Areas	
	SUBSCORE AREA			SUBSCORE AREA			SUBSCORE AREA				Topic Development
	Question	Correct Answer	Your Answer Subscore	Question	Correct Answer	Your Answer Subscore	Question	Correct Answer	Your Answer Subscore		
	1	A	+ u	18	D	+ r	35	A	+ r		
	2	C	+ u	19	D	C u	36	B	C r		
	3	A	+ u	20	A	+ u	37	D	o u		
	4	D	+ r	21	C	+ r	38	D	o u		
	5	B	+ r	22	C	B r	39	A	+ r		
	6	B	A r	23	A	+ r	40	B	+ r		
	7	D	+ u	24	B	+ u	41	C	B r		
	8	A	+ u	25	B	+ u	42	D	+ r		
	9	C	+ r	26	A	D r	43	C	+ u		
	10	B	A u	27	C	+ r	44	A	+ u		
	11	A	+ u	28	D	+ r	45	D	B r		
	12	D	C r	29	B	+ u	46	B	C r		
	13	D	+ r	30	D	+ r	47	A	+ r		
	14	B	o r	31	A	+ u	48	A	+ r		
	15	A	+ r	32	C	+ u	49	B	+ r		
	16	B	A r	33	C	+ u	50	B	A r		
	17	C	+ u	34	C	B r					

- You correctly answered 34 out of 50 questions.
- You omitted 3 questions.
- You incorrectly answered 13 questions.



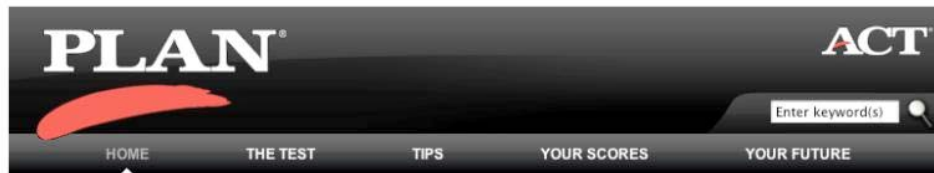


# Your Skills

Suggestions for improving your skills are based on your scores.

<b>Content Areas</b>	<b>To improve your skills you can:</b>
<b>Topic Development</b>	challenge yourself by reading new kinds of books; experiment with new writing styles rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic add examples to illustrate or support major points
<b>Organization</b>	use transitions (like <i>similarly</i> or <i>to repeat</i> ) to compare or emphasize ideas have a classmate read your paper to see if sentences need to be reordered for clarity try different openings and closings for a paper; say which works best and why
<b>Word Choice</b>	make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.) verify that each pronoun clearly refers to a noun or noun phrase reread writing to make sure the words convey the same tone or vary in tone for a good reason
<b>Sentence Structure</b>	learn the difference between uses of coordinating conjunctions (like <i>and</i> or <i>but</i> ) and subordinating conjunctions (like <i>after</i> or <i>though</i> ) make sure pronoun person is consistent in a sentence; for instance, avoid shifts from <i>one</i> ("When one sees . . .") to <i>you</i> (" . . . you are impressed.")
<b>Usage</b>	check possessive pronouns (like <i>her</i> or <i>his</i> ) to make sure they are used correctly use the word <i>have</i> (not <i>of</i> ) following verbs like <i>could</i> , <i>would</i> , and <i>should</i>
<b>Punctuation</b>	use commas, dashes, or parentheses to set off nonessential information in a sentence delete unneeded commas in compound constructions, as in "Flags waved[,] and rustled." check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school[:] because he was late.")

# www.planstudent.org



## Time to Plan Ahead!

Taking PLAN<sup>®</sup> as a 10th grader is a great way to prepare for the ACT—and helps you get ready to succeed in college and beyond!



## Did you know?

On average, workers in the U.S. change careers every 3 years.

[More about careers >>](#)

## Alternate Plans

[For Counselors](#)

[For Parents](#)

[For EXPLORE<sup>®</sup> Test Takers](#)

[For ACT Test Takers](#)

## Quick Links





# What do I do now?

Now that you've taken PLAN, you know much more about your skills, career interests, and readiness for college. Using your PLAN Score Report, ask yourself some questions:

- Am I on target for college?
- What skills do I need to improve to be ready for college?
- Am I taking a rigorous core curriculum?
- What careers interest me most?